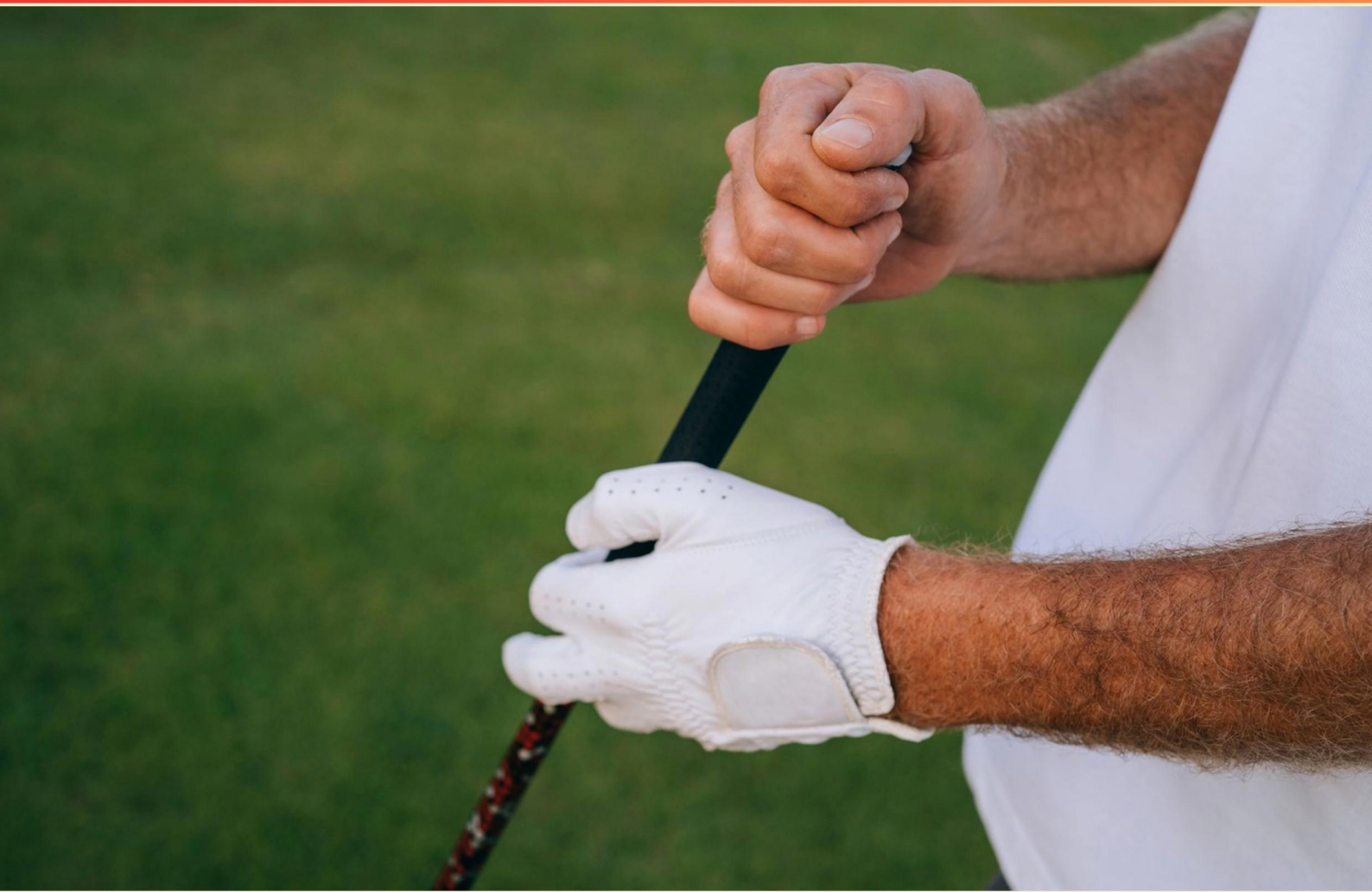


PGA TEACHING AND COACHING PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://pgateachingcoaching.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	15

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

- 1. What is the basis for distinguishing massed and distributed practice?**
 - A. Amount of time in between shots
 - B. Weather
 - C. Type of shot
 - D. Number of repetitions
- 2. Why advanced players need more descriptive knowledge of performance feedback than beginners?**
 - A. They require less feedback
 - B. They are more motivated
 - C. Because they know how to use that information
 - D. They need simpler cues
- 3. Which skill level of golfers tends to learn better when the learner focuses on external cues?**
 - A. Highly skilled players
 - B. Beginners
 - C. Intermediate players
 - D. All players
- 4. What is an example of Knowledge of Performance feedback?**
 - A. Verbal, Video, Kinematics
 - B. Verbal only
 - C. Video only
 - D. Kinematics only
- 5. What is the foundation of a systematic instructional approach?**
 - A. A properly thought-out teaching methodology
 - B. An improvisational style
 - C. A fixed daily routine with no variation
 - D. A random set of drills

- 6. According to the course manual, as a general guideline, the duration of a practice session for adults should be about?**
- A. 30 minutes
 - B. 1-2 hours
 - C. Half day
 - D. 4-6 hours
- 7. What else should be included in a lesson plan that already has a swing diagnostic and swing improvement instruction?**
- A. Demonstration and practice recommendations
 - B. Equipment fitting
 - C. Mental rehearsal scripts
 - D. Fitness assessment
- 8. Is watching technique demonstration videos and practicing without hitting golf balls an effective learning method?**
- A. Yes
 - B. No
 - C. Only with coaching
 - D. Only for advanced players
- 9. What drills can be used to determine the correct ball position for a greenside bunker shot?**
- A. The triangle drill
 - B. The line drill
 - C. The stance width drill
 - D. The foot placement drill
- 10. What type of results can augmented feedback that functions as positive or negative reinforcement produce?**
- A. It weakens the undesired behavior
 - B. It confuses the learner
 - C. Strengthens the behavior that the teacher wants the student to learn
 - D. It has no effect

Answers

SAMPLE

1. D
2. C
3. A
4. A
5. A
6. B
7. A
8. A
9. B
10. C

SAMPLE

Explanations

SAMPLE

1. What is the basis for distinguishing massed and distributed practice?

- A. Amount of time in between shots
- B. Weather
- C. Type of shot
- D. Number of repetitions

The basis for distinguishing massed and distributed practice is how practice trials are spaced in time. Massed practice features little to no rest between attempts, forming long, continuous blocks of practice. Distributed practice, on the other hand, includes longer breaks between trials or spreads practice over multiple sessions. The key factor is the time interval between shots or attempts, not the sheer number of repetitions. You can have many repetitions in either schedule, but what defines the approach is the spacing. Weather or the specific type of shot don't determine the distinction. Spacing matters for learning because it supports better retention and transfer by allowing recovery and memory consolidation between attempts.

2. Why advanced players need more descriptive knowledge of performance feedback than beginners?

- A. They require less feedback
- B. They are more motivated
- C. Because they know how to use that information
- D. They need simpler cues

As players gain experience, they develop mental models of how their swing and shot outcomes relate to each element of the motion. When feedback becomes descriptive, they can map each detail—where in the swing the issue is, how it affects the club path, face angle, tempo, or sequencing—to precise adjustments. They know what information to use, why it matters, and how a small change will influence the ball flight, so they can translate feedback into targeted practice cues and refinements. Beginners don't yet have that internal map, so they benefit more from simpler, more general guidance that establishes correct patterns without overwhelming them with diagnostic detail. This is why advanced players need and can effectively use more descriptive performance feedback.

3. Which skill level of golfers tends to learn better when the learner focuses on external cues?

- A. Highly skilled players
- B. Beginners
- C. Intermediate players
- D. All players

Focusing on external cues taps into the way highly skilled golfers control movement—through automatic aspects of the swing rather than deliberate, step-by-step thinking. When the swing is well automated, directing attention to the outcome (the ball flight, the clubhead's path, or the feel of the impact) reduces conscious interference and lets the body's refined timing and coordination do the work. This typically yields the strongest gains for advanced players who already have a solid foundation and can translate external focus into cleaner, more precise actions. Beginners are still building basic coordination and sequencing, so they usually benefit more from guidance that helps establish the correct mechanics. External cues alone may not provide enough structure to develop the fundamentals early on. While everyone can gain from focusing externally to some degree, the largest learning advantage in this context is seen with highly skilled players.

4. What is an example of Knowledge of Performance feedback?

A. Verbal, Video, Kinematics

B. Verbal only

C. Video only

D. Kinematics only

Knowledge of Performance feedback focuses on how the movement was executed, not just what happened as a result. It includes information that helps a learner adjust technique, such as verbal cues about form, demonstrations or video of the swing, and objective motion data like joint angles or swing path (kinematics). When you combine all three—verbal guidance, video playback, and kinematic information—you provide a comprehensive picture of the movement pattern. This makes Verbal, Video, Kinematics the best example of KP feedback, because it covers multiple ways to inform and guide the learner about the mechanics of the movement itself. Verbal only lacks visual or data references, video only provides observation without specific technique cues, and kinematics only offers numbers without direct guidance.

5. What is the foundation of a systematic instructional approach?

A. A properly thought-out teaching methodology

B. An improvisational style

C. A fixed daily routine with no variation

D. A random set of drills

A properly thought-out teaching methodology forms the foundation of a systematic instructional approach. It creates a coherent plan that connects learning goals to specific teaching methods, practice activities, and assessments, so you can guide a golfer through a logical progression and measure progress over time. With this framework, instruction is consistent, scalable, and adaptable to different learners while maintaining clear benchmarks for success. An improvisational style, though flexible, lacks the structured plan needed to ensure all essential elements are covered and the learning path is trackable. A fixed daily routine with no variation is too rigid to accommodate different players' needs or changes in their skill level. A random set of drills lacks cohesion and a clear progression, so practice doesn't build toward measurable goals. When you have a well-designed methodology, the coaching remains purposeful and effective.

6. According to the course manual, as a general guideline, the duration of a practice session for adults should be about?

A. 30 minutes

B. 1-2 hours

C. Half day

D. 4-6 hours

Practicing in adults is most effective when the session runs about one to two hours. That length provides enough time for a proper warm-up, focused skill work with deliberate practice, and opportunities to receive feedback, try varied drills, and simulate real-play scenarios, all without tipping into fatigue that can cloud learning. If sessions are too short, there aren't enough repetitions or enough variety to build consistency. If sessions run too long, fatigue and reduced focus can undermine retention and technique. A one-to-two-hour window balances effort and sustainability, supporting steady progress.

7. What else should be included in a lesson plan that already has a swing diagnostic and swing improvement instruction?

A. Demonstration and practice recommendations

B. Equipment fitting

C. Mental rehearsal scripts

D. Fitness assessment

Translating a diagnostic and the prescribed swing improvements into actionable, observable steps is what makes a lesson plan effective. Demonstration provides the exact model of the corrected swing so the student can see the correct tempo, sequencing, and positions in real time. It helps the learner compare their own movement to the target and gives a concrete reference for what to strive toward. Pair that with clear practice recommendations, which lay out specific drills, rep schemes, progressions, and feedback cues. This gives students a structured path to apply what was diagnosed and improved, reinforcing the new mechanics through guided, repeatable practice. Together, they bridge the gap between knowing what to change and actually performing the change under real practice conditions. Equipment fitting, mental rehearsal scripts, and fitness assessments can be valuable in broader contexts, but they don't provide the same direct, actionable bridge from diagnosis and improvement to consistent on-course execution.

8. Is watching technique demonstration videos and practicing without hitting golf balls an effective learning method?

A. Yes

B. No

C. Only with coaching

D. Only for advanced players

Watching technique demonstrations gives you a clear model of how the swing should look and move, including setup, path, tempo, and sequence. When you pair that with practicing without hitting balls, you're engaging in deliberate mental and motor rehearsal: air swings, slow-motion reps, and alignment checks that reinforce the same patterns without the variability and fatigue of ball contact. This helps you build a solid mental representation of the swing and conditions you to reproduce the timing, balance, and rhythm more consistently once you start striking balls. It's especially useful when range time is limited or you want to study a movement closely before adding impact. While it's most effective when integrated into a broader practice plan that eventually includes ball-striking, it can stand alone as a valuable learning method and can be supported by coaching feedback, though coaching isn't strictly required for it to be beneficial.

9. What drills can be used to determine the correct ball position for a greenside bunker shot?

- A. The triangle drill
- B. The line drill**
- C. The stance width drill
- D. The foot placement drill

The main idea here is that ball position in a greenside bunker shot is all about where the club interacts with the sand relative to the ball, which directly controls the height and trajectory of the shot. The line drill gives a simple, visual reference that ties your setup to the swing path and contact point. By marking a line along the target line (or using an aligned reference on the club) and practicing with the ball in different spots along that line, you can immediately see how your contact point changes—the line helps you notice whether you're striking the sand behind the ball in the correct place to produce the desired loft and pop. When you find a position where the club meets the sand consistently just behind the ball and you feel a clean, controlled exit of sand, you've identified the effective ball position for that shot. The other drills focus more on posture, stance width, or foot placement, which are important for setup and balance but don't provide the same direct feedback about where along the line your club should strike the sand in relation to the ball.

10. What type of results can augmented feedback that functions as positive or negative reinforcement produce?

- A. It weakens the undesired behavior
- B. It confuses the learner
- C. Strengthens the behavior that the teacher wants the student to learn**
- D. It has no effect

Reinforcement from augmented feedback works by making the learner more likely to repeat the action that produced a favorable outcome. When feedback is positive reinforcement, you add a reward or favorable signal after a correct performance, which increases the chances that the same correct action will be repeated. If you use negative reinforcement, the learner experiences the removal of an aversive element after a correct response, which also makes that correct action more likely to recur. In both cases, the feedback strengthens the behavior you want the student to demonstrate. So this type of augmented feedback is best described as strengthening the behavior the teacher wants the student to learn. It's not about weakening undesired behavior (that would be punishment), and when delivered clearly it helps more than it confuses. It certainly has an effect, because reinforcement tends to increase the target response.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://pgateachingcoaching.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE